

## Oakley Cross Primary School and Nursery Unit

### Pupil Premium Expenditure 2017 to 2018

School information in relation to Pupil Premium Grant	
Total number of pupils on roll (YR-6)	135
Number of eligible pupils	61
% of school roll	45%
Total Pupil Premium Grant received	£81,100
Date of Next review	April 2018

#### Barriers to future attainment (In school barriers)

- Pupils enter school with underdeveloped early language and communication skills; low levels of understanding and vocabulary
- Basic language and communication skills impact on children's reading and writing across school

#### External barriers to future attainment

- Attendance in school
- Higher than average levels of deprivation results in children having limited opportunities to access experiences that enhance their vocabulary for reading and writing
- Safeguarding concerns and unsettled family lives impact on learning

#### Desired Outcomes and Success Criteria

1. Raise standards across school and accelerate progress across EYFS, KS1 and KS2 and provide well targeted and well planned interventions across school through the maintenance of a good level of experienced staff	<ul style="list-style-type: none"> <li>○ <i>Outcomes at EYFS, KS1 and KS2 will be more in line with NA and the PP difference will be minimised</i></li> </ul>
2. Ensure high quality resources are available to support teaching and learning and fully engage children's interests	<ul style="list-style-type: none"> <li>○ <i>Behaviour for learning will be exemplary and pupil's engagement is high; improved outcomes at all stages and the PP difference is diminished</i></li> </ul>
3. Employment of an Attendance Officer to promote good attendance and punctuality	<ul style="list-style-type: none"> <li>○ <i>Overall school attendance is in line with the NA of 96% and improved attendance of PP children is seen. PA is reduced significantly to be in line with national figures</i></li> </ul>
4. Maintain a low cost breakfast club to encourage more pupils to attend and	<ul style="list-style-type: none"> <li>○ <i>Punctuality is good and attendance improves for PP pupils to be in line with</i></li> </ul>

improve punctuality	<i>national averages. Pupils are ready to learn having accessed a nutritious breakfast</i>
5. Ensure funding is used to promote equality of opportunity and provide a range of enrichment activities to all. This is to include access to visits and visitors and extra-curricular clubs. This will stimulate interest in learning and ensure all children enjoy and achieve	<ul style="list-style-type: none"> <li>○ <i>Pupils wider experiences are enhanced which will develop their knowledge and understanding of the world and in turn their language and vocabulary</i></li> </ul>
6. Provide very specialised and well targeted support to our vulnerable children through effective partnership agreements	<ul style="list-style-type: none"> <li>○ <i>Pupils are more emotionally supported and settled, more able to access the curriculum and make progress</i></li> </ul>

### **Impact Analysis 2017-2018**

*The achievement of children in receipt of pupil premium funding is carefully monitored in school.*

*We continue to provide additional experiences for our children through our extended provision, day visits and visitors and residential visits which are tracked through participation registers.*

*Governors are updated regularly regarding the achievement of children in receipt of the pupil premium grant via governing body meetings and the HT report to governors.*

#### **Oakley Cross Primary School & Nursery - Outcomes**

##### **EYFS 2018**

<b>% of cohort achieving GLD</b>	<b>National % of pupils achieving GLD (2017)</b>	<b>% of PP Pupils in cohort achieving GLD</b>	<b>% of non-PP pupils nationally achieving GLD (2017)</b>
67%	71%	56%	73%

*When compared to all children nationally the difference in GLD outcomes is -17%. Disadvantaged children make good progress throughout their time in EYFS. 100% of our disadvantaged children make at least typical progress with 33% making accelerated progress across YR.*

##### **Y1 Phonics 2018**

<b>% of cohort achieving the standard</b>	<b>% nationally achieving the standard (2017)</b>	<b>% of PP pupils achieving the standard</b>	<b>% of non-PP pupils nationally achieving the standard (2017)</b>
86%	81%	100%	83%

*Once again, in Y1, 100% of our disadvantaged children reached the required score in the phonic screen in 2018. This is an excellent achievement.*

**KS1 2018**

Subject	% of cohort achieving the standard	% nationally achieving the standard (2017)	% of PP pupils achieving the standard	% of non-PP pupils nationally achieving the standard (2017)
Reading	73%	76%	75%	79%
Writing	65%	68%	75%	72%
Maths	73%	75%	75%	78%

*When our Disadvantaged children are compared to non-PP children nationally the difference is -4% in reading, +3% in writing and -3% in maths. This represents excellent progress when compared to the outcomes for this cohort at EYFS. When compared to their non-PP pupils nationally on exit from YR the difference was -46% in Reading, -42% in Writing and -25% in Maths. The differences have significantly diminished.*

**KS2 2018**

Subject	% of cohort achieving the standard	% nationally achieving the standard (2018)	% of PP pupils achieving the standard	% of non-PP pupils nationally achieving the standard (2017)
Reading	50%	75%	50%	77%
Writing	67%	78%	67%	81%
GPS	58%	78%	50%	81%
Maths	83%	76%	67%	80%
RWM	42%	64%	50%	67%
KS2 Scaled Score	Cohort average scaled score	National average scaled score (2018)	PP Pupils average scaled score	non-PP pupils national scaled score (2017)
Reading	99.2	105	98.2	105
GPS	101.2	106	100.7	107
Maths	104.1	104	102.8	105

*Once again there are some notable successes for our disadvantaged children in KS2. There is no in-school difference between our disadvantaged children and non-disadvantaged children in reading or writing and in RWM combined there was a positive difference of +8% with disadvantaged children outperforming their peers.*

**Attendance**

*School attendance for all children in 2017-2018 was 95.04% which is a 0.7% improvement on 2016-2017. Attendance for disadvantaged children in 2016-2017 was 94.76% representing further improvement from the previous year of 1.5%.*

*The Persistent Absence (PA) rate for all children has fallen significantly from 21.82% in 2015 to 7.8% in 2018. This has brought us more in line with the government thresholds for persistent absenteeism.*

*The PA rate for our disadvantaged children has also fallen from 21.8% in 2015 to 4.9% in 2018.*

*These are notable successes showing the very positive impact of our school Attendance Officer's work and involvement, particularly with our most vulnerable families.*

### **Behaviour**

*Smaller class sizes and involvement where necessary from the Learning Mentor, The Centre and BIT has meant further improvements in behaviour have been seen. 91% of children having no instances of unacceptable behaviour tracked in summer 2018 compared to 86% in summer 2017 and 71% in summer 2016. Low level disruption is rare leading to a positive working climate.*

*Specific intervention delivered to children via the Early Intervention team has seen very positive results within the classroom for those children having accessed the support.*

*Activities provided to enrich the curriculum and reward positive behaviours in school have been well received and are successful as a motivating factor to maintain the highest standards of behaviour.*

*FTEs are rare. Behaviour in school is very good.*

### **Access to provision**

#### *Breakfast Club:*

*Numbers of children attending Breakfast club average 40-50 children per day. Approximately 50% of these children are eligible for PP funding. Breakfast club has been used as an incentive to be in school promptly and it has had a positive impact on improving attendance for our most vulnerable children.*

#### *Visitors, Visits and Residential Stays*

*All children have equal access to the opportunities offered. Our annual residential visit to Dukeshouse Wood has proven to be very successful. 46% of children participating in this visit are in receipt of pupil premium funding. Our residential visit to Edinburgh was also a huge success with 42% of the children in attendance being in receipt of pupil premium funding.*

#### *After School Clubs*

*All sessions are well attended by children. In a number of clubs, disadvantaged children are specifically targeted to attend e.g. Lexia, booster sessions, cooking club, box 2b fit and change for life.*

## Pupil Premium Grant – Planned Spending 2017/18

Desired Outcome	Allocation	Strategy	Rationale/Evidence
1. Raise standards across school and accelerate progress across EYFS, KS1 and KS2 and provide well targeted and well planned interventions across school through the maintenance of a good level of experienced staff	£55,000	<p>Ensure children in KS1 and KS2 are taught in smaller classes in response to the more challenging NC and statutory assessment systems. End of KS outcomes will be in line with outcomes nationally.</p> <p>High quality TA support in Key Stage 2 to address underachievement in basic skills development of children.</p> <p>Lead a range of small group and 1:1 interventions to enhance SEMH and cognitive provision, enable QFT and reduce in class distraction.</p>	<p><i>Reducing class size will have a positive impact on progress especially if numbers are reduced to below 20. Teachers can give more 1:1 attention to learners and more focussed feedback. Smaller class size has more impact on progress when coupled with a change to teaching and learning approaches. (EEF)</i></p> <p><i>TAs skilled and trained to deliver programmes can have a hugely positive impact on progress.</i></p> <p><i>1:1 and small group support brings about more positive benefits. For some children, working with TAs can improve attitudes to learning and reduce teacher stress. (EEF)</i></p>
2. Ensure high quality resources are available to support teaching and learning and fully engage children's interests	£500  £4500  £1550	<p>Specific and targeted intervention resources e.g. Lego, word wasp, power of, toe by toe, PSHCE resource texts - To support social development and improve attitudes to learning and to support progress in basic skills development for those children who are underachieving</p> <p>ICT hardware and software updated including apps to support basic skills development in maths and reading as well as to enhance the curriculum resources accessible - pupil's engagement particularly with the reading and maths curriculum improves and EYFS, KS1 and KS2 outcomes for reading and maths will be in line or better than national average</p> <p>Lexia subscription - 60 licenses purchased to support those children who are currently underperforming in reading in school. KS1 and KS2 outcomes for reading will be</p>	<p><i>Evidence suggests that school level approaches to developing a positive school ethos or improving discipline also aim to support greater engagement in learning.</i></p> <p><i>1:1 and small group support brings about more positive benefits. For some children, working with TAs can improve attitudes to learning and reduce teacher stress. (EEF)</i></p> <p><i>Technology can improve outcomes for children. Evidence suggests that technology should be used to supplement other teaching; different technology has the potential to enable changes in teaching and learning interactions and it can motivate children to practise their skills more. (EEF)</i></p> <p><i>On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. (EEF)</i></p>

		in line or better than national average	<i>By providing an element of choice alongside an appropriate level of challenge we aim to raise attainment in reading across the school.</i>
3. Employment of an Attendance Officer to promote good attendance and punctuality	£5250	Whole school attendance to be 96% by July 2018.  PA rate to be in line with national (10%) by July 2018 for all pupils and those who are disadvantaged  Provide on-going support for vulnerable families	<i>Parental involvement is consistently associated with children's success at school. For disadvantaged families the evidence about how to increase parental involvement is mixed. We hope to improve parental engagement and thus improve attendance for all. There will be a clear focus on early years intervention to develop good habits (EEF)</i>
Service Level Agreements	£8500	To support our vulnerable children through identified programmes to raise self-esteem, develop emotional well-being and support children in their ability to make the right choices regarding friendships and attitudes to learning	<i>Evidence suggests that offering more specialised programmes which are targeted at children with either behavioural issues or behaviour and academic problems, will have a positive impact on attainment especially for older children. (EEF)</i>
4. Maintain a low cost breakfast club to encourage more pupils to attend and improve punctuality	£3000	Further improve punctuality and attendance in school.  Whole school attendance to be 96% by July 2018	<i>Breakfast clubs can have a highly positive effect on attendance and punctuality. They can also have a positive impact on levels of engagement, concentration and behaviour for learning in children. This can improve academic outcomes (School Food Trust)</i>
5. Ensure funding is used to promote equality of opportunity and provide a range of enrichment activities to all. This is to include access to visits and visitors and extra-curricular clubs. This will stimulate interest in learning and ensure all children enjoy and achieve		ubsidised school visits and visitors to school including participation in cluster events	
	£3500	To ensure equality of opportunity including on residential visit opportunities	<i>The impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. On average greater effects have been identified for younger learners however arts-based approaches may offer a route to re-engage older learners in school. (EEF)</i>
Extra-Curricular provision – before and after school clubs	£1000	To provide enrichment activities which are available for all children in school.	
Subsidised Music tuition	£500	To provide enrichment activities for all children in school.	

**Total: £83,800.00**